

LEADERSHIP OF YOUR SCHOOL'S LEARNING ENVIRONMENT

- LEADING CURRICULUM DESIGN AND REVIEW

This document offers suggestions to principals about leadership actions to take as schools review and confirm their curriculum.
 The checklists link the patterns of [The New Zealand Curriculum](#) with sets of actions suggested by experienced school principals.
 Principals' actions are also linked to the [Pedagogy Section of Kiwi Leadership for Principals \(Draft\) 2008](#) to confirm a range of leading learning processes.

The checklists need not be used sequentially. Use them or parts of them to speed up your reflection on your actions about school-wide curriculum processes.

a) Where are you up to in your school?

Do Your Homework – Reading for Understanding

Principal's Action	Quality Check	
<p>Read School Curriculum Design and Review pp37-39 to the end of <i>Future Focus</i> – then reflect upon how your design and review process works using the checklist.</p> <p>As you progress return to the checklist regularly</p> <p>“...principals are knowledgeable about effective pedagogy and about what works for all students in their particular contexts.” KLP Pedagogy</p>	<p>Our curriculum design and review process</p> <ul style="list-style-type: none"> – Is continuous and cyclical – Involves decisions recognising that the national curriculum is being applied to address the needs, interests and circumstances of our students and community – Applies a sound understanding of the curriculum's intent – Applies a sound understanding of our community's values and expectations – Clarifies priorities for student learning – Clarifies how these priorities will be met – Clarifies how student progress will be assessed – Clarifies how the quality of teaching and learning will be assessed – Draws on existing good practice – Maximises use of local resources and opportunities 	
<p>Make the Three-step Development Markers chart an in school record of progress. (This School Curriculum Design and Review Planning Chart is in the list on this web page and has been sent to your school in document</p>	<ul style="list-style-type: none"> – Use the review questions as the basis for checking your progress (note they are based on pp37-39 in the Curriculum statement.) – Return to this chart and mark your progress as it occurs 	

and poster format. It is part of the Design and Review support package.)		
Ministry of Education Requirements – The Education Act BOT . <i>Read pp43-44 in the Curriculum</i>	<ul style="list-style-type: none"> – Confirm you have a global picture of how your school curriculum is connected into the New Zealand wide system – Have a copy of the requirements for BOT's available and discussed regularly 	

Principal, Staff and Community Readiness for Successful Dialogue about Curriculum

This checklist provides a quick way to review how the communication about curriculum operates in your school. It assumes such dialogue is a continuous process.

Principal's Action	Quality Checklist	
Check we have the means for successful dialogue about curriculum? They involve the whole school community in setting clear goals for teaching and learning. KLP p14	<ul style="list-style-type: none"> – Have we got a common language and common understanding of what we mean we discuss curriculum and its delivery? Teachers? Students? Parents? 	
Reflect on teachers' professional development. They create opportunities for professional learning communities to flourish throughout the school so that teachers can work collaboratively and share evidence-based practice with each other. KLP p14	<ul style="list-style-type: none"> – Do we regularly share classroom processes? Individually? As a staff? – Are professional goals for individuals aligned with the school's goals? – Do we as a team of teachers have spontaneous discussions about how teaching and learning works? Assessment? Achievement? – Do I, on occasions initiate consideration of new aspects to teacher learning about curriculum delivery? – Do we blend a mix of respected theory, sound practice and new possibilities into our teacher development? – Do I actively participate in staff development? – Do we, over time turn conversation into new action in the classroom? – Do we provide time to allow teachers to learn before they have to act on curriculum matters? – Do we align resources for teaching to fit the needs arising from professional development? 	
Do something about any gaps you have identified? "...principals leading		

professional learning in the school to create successful learning outcomes, and principals, senior/middle leaders and teachers working together to solve pedagogical problems, obtain appropriate resources, and plan and monitor the curriculum and the quality of teaching.” KLP p14-15		
Encourage Staff reading of the curriculum statement – to help confirm a common global picture of the curriculum	<ul style="list-style-type: none"> – Encourage reading of these specific sections of the curriculum statement - pp8-13 Vision, Principles, Key Competencies, Values ... pp34-36 Effective Pedagogy pp16-32 Learning Areas – Provide ample opportunity to share understandings of them – Actively discourage study of the achievement objectives until the broad pattern of the school curriculum is confirmed. 	
Integrate curriculum learning into teachers’ professional development permanently. (so that teachers can work collaboratively and share evidence-based practice with each other. P14)	<ul style="list-style-type: none"> – Both individual and group professional development goals should contribute to the schools curriculum growth needs. 	

What have others done?

[School Stories](#)

b) Applying the Design and Review Process in Your School –

1. Confirming What Your School’s Curriculum will be like

Remember to use the Three-Step Development Markers to help!

This all takes time so look ahead and give everyone time to learn their way into the new curriculum. Make sure you retain and re-use the valuable and suitable things already in your school’s curriculum.

Principal’s Actions	Quality Checks	
Communication and publicity: <ul style="list-style-type: none"> – Involving parents. – Involving teachers – Involving students 	<ul style="list-style-type: none"> – Provide a variety of ways for the school community to share curriculum information. – Inform the community – especially about the big picture sections – vision, principles, values and 	

... demonstrate the <u>interpersonal skills</u> needed for building strong relationships with key stakeholder groups such as trustees, parents, whanau and local businesses. KLP p16	<p>the importance of localising and personalising the curriculum, and key competencies .(parents don't like surveys anymore than we do- so keep it short and important: what is special for our community?</p> <ul style="list-style-type: none"> – Ask for and collect feedback – especially on values held dear in your community – Summarise feedback and raise curriculum questions and viewpoints. 	
Arrive at the key values for your community	<ul style="list-style-type: none"> – Arrive at your list of school values after involving a wide circle of people and making sure that teachers have worked at fully understanding which values and why they are important. 	
Match the key competencies with the key values listed (Start to develop a template) ... have direct hands-on involvement with <u>curriculum design and implementation</u> p14 KLP	<ul style="list-style-type: none"> – Look for the best fit and match competencies with values (in order to avoid trying to do everything all the time and ending up feeling as overloaded as before) – Begin to unpack the competencies and their in-depth application to meet the needs of your learners 	
Take a long term view and work out a curriculum delivery pattern – this can be a cycle over a number of years. (Develop a template that matches – values, key competencies, principles, learning areas themes/structures, ...)	<ul style="list-style-type: none"> – Confirm structures like themes, arrangement of learning and teaching – Confirm how big picture goals related to sustainability, globalisation .. are to be attacked – Confirm how in broad terms student needs will be met through their years at the school – cognitive and ICT expectations, addressing special needs and interests, – Re- work and re-work this several times then remember to re-visit it every year to adjust and tweak its direction and interrelationships. 	
Work away at how you will apply and exploit the interrelationships between learning areas	<ul style="list-style-type: none"> – Consider and apply integration and/or shared responsibilities regarding learning areas, key competencies 	
Give your structure the chance to apply a future focussed approach	<ul style="list-style-type: none"> – Consider how Sustainability, Globalisation, Enterprise and Citizenship all need a place 	

2. Work down into the Application of Achievement Objectives and Specific Learning Areas to meet local and individual needs

Principal's Action	Quality Check	
Give pedagogy high status and carefully work out the goals	<ul style="list-style-type: none"> – Teachers can understand and apply the 7 approaches that give all the best chance to 	

<p>and expectations related to classroom delivery – pp34-36 in Curriculum Statement</p> <p>...building a professional learning community that supports and challenges the professional practice of teachers. KLP p14</p>	<p>succeed</p> <ul style="list-style-type: none"> – Inquiry learning is understood and applied well – The place of ICT in the pedagogy is confirmed and arranged 	
<p>Use the essence statements pp16-33 to confirm the roles of the learning areas across different levels</p> <p>...support what teachers do while encouraging innovation in response to emerging evidence-based pedagogy. KLP p14</p>	<ul style="list-style-type: none"> – Once the broad arrangement of learning is in place then draw on the achievement objectives to flesh out the specifics of what the learning will involve. 	
<p>Ensure assessment tools work for your learners and teachers (pp39-40)</p> <p>...demonstrating understanding of and supporting all teachers to use, assessment as a tool for students learning KLP p14</p>	<p>Our Assessment Tools</p> <ul style="list-style-type: none"> – assist and strengthen the successful growth of learning – provide powerful feedback on the teaching processes – Consistently deliver sufficient, but not excess, data for effective feedback and decision making 	
<p>Establish how you will ensure the transitions for individual pupils are smooth. (pp41)</p> <p>...using an evidence base for planning and leading teaching and learning... KLP p14</p>	<ul style="list-style-type: none"> – Have you built and maintained the bridges to other education levels -early childhood, intermediate, contributing, area or high school or tertiary? – Have you a system for sharing school curriculum patterns and expectations? Achievement data? – Does your curriculum support each student's progress through to the next level? 	

Conclusion

This set of checklists gives focus to principals' leadership actions. They are linked to the KLP so principals can enjoy seeing how often their daily leadership actions relate to the concept of being a leader of learning.

We appreciate and thank Linda Woon, Principal of Otonga Road School, Rotorua for providing her expertise in helping to create and shape these checklists.

We recognise there are many different ways to approach curriculum review but hope you can use and adapt our approach to fit your context.

In depth support materials and explanation about [The New Zealand Curriculum](#) are available online to support your learning about curriculum.

Feedback and Suggestions

Suggested additions, questions or comments on this guide should be e-mailed to leadership@tki.org.nz